| **School Name and Number:William C. March MS#263 Tier: I**  **Intervention Model : RESTARTMODEL** |
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| The following represents the Operator’s implementation of the Restart plan:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Student Profile | Reduce truancy rate from 9.5% to 7% of the student body  Reduce number of students with misbehavior early warning indicator by 25%. | Schoolwide Climate and Culture Building including positive behavior supports for good attendance.  Students will be referred to the SST for development and implementation of interventions. Inter-disciplinary teams will develop incentives, strategies, and interventions to facilitate regular attendance, and will, with the approval of the principal orher designee, refer students to a guidance counselor, school social worker or other student services staff member when necessary.  Interdisciplinary teams will implement Schoolwide Climate/Culture/Discipline/Positive Behavior Supports Program with assistance of the 2 Community Leaders/Curriculum Coaches, the School Transformation Facilitator and the Behavior Intervention Specialist. This person will be on staff full-time and will participate in faculty development. ~~On August 5 Faculty will receive training on Talent Development’s Early Warning & Response System and on “Building the Cube of Interventions.”~~  For SY 2011-2012 Faculty will develop a behavior system using the PBIS framework. For SY2012-2013, the school will continue to implement behavior systems utilizing the PBIS framework.  Behavior Modification Center will be used as a second-tier disciplinary measure for students who cause class and school disruption. Students will be referred to a separate classroom and complete assigned work and conference with staff member and parents regarding inappropriate behavior.  Attendance monitor and School Transformation Facilitator will monitor attendance and collect analyze and disseminate attendance data | Principal  School Leadership Team  ~~Climate program director (Dr. Araminta Sorrell-JHU)~~  Interdisciplinary teams  Guidance counselor  Social worker  Other student services staff members  Behavior Intervention Specialist (JHU)  School Transformation Facilitator  Network 16 Student Support Liaison  Attendance Monitor and School Transformation Facilitator | ~~July 2010, August 2010, April 2011~~  ~~June 2012~~  Ongoing  ~~Faculty and staff training on July 29, 30, and August 5 followed by ongoing implementation and support.~~ | City Schools attendance records  Misbehavior related –records including City Schools suspension records, disciplinary referrals, teacher ratings of student behavior in each course (excellent, satisfactory, unsatisfactory)  SWIS database  SST SANE  Behavior Modification Center Records  Monthly attendance summaries |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Staff Profile | 35% of the teachers have five or fewer years of teaching experienceas per the start of the SIG grant. (32% as of April 2012\_ | ~~All teachers (especially those with less than 5 years experience) will be provided with Professional Development (PD) and coaching Additionally, continuing to hire teachers that are highly qualified will ensure that students have teachers that are capable in their content area.~~  Teachers ~~with less than 5 years experience~~will have ~~a~~ Community Leaders/Curriculum Coachesand instructional faciltiators~~coaches~~ available to co-teach, model, assist with lesson planning and lesson differentiation, and provide confidential feedback.  Teachers receive onsite coaching and job embedded PD, Inaddition, there is a weekly half day for team meetings.and professional development. | Principal  ~~Coaches~~  Community Leaders/Curriculum Coaches  JHU’s ~~turnaround director,~~school transformation facilitator, and instructional facilitators | Mentoring/coaching will begin before the first student arrives and will be ongoing.  ~~Coaches and instructional facilitators will begin August 23, 2011.prior to the start of the school year.~~ | ~~Coaches~~Community Leaders/Curriculum CoachesLogs  ~~Coaches’ and~~ Instructional Facilitators’ ~~Quarterly Implementation Reports~~Site Visit Reports  School Transformation Facilitator Reports  Reports | | Student Achievement | Reduce course failure rates in math, science, and English by  25%. (For example, this would mean reducing the first semester course failure rate in 8th grade English from 32% to 24%, in 8th grade math from 26% to 19.5% and in 8th grade science from 10% to 7%.)  Reverse the decline in the percentage of students making AYP in reading, math, and science. Meet or exceed Type B (backloaded) performance targets in reading and math. | ~~Replace key components of the Core English/Reading Math, and Science Program (e.g., with Student Team Literature and Talent Development Writing instructional~~  ~~program and with Carnegie Learning’s Bridge to Algebra and Talent Development’s Transition to Advanced Mathematics).~~  Incorporate the common core curriculum for all content areas drawing uponthe methods and materials of theStudent Team Literatureinstructional program,theIB framework, and Agile Minds.  Savvy Reader’s Lab and Math Acceleration Lab will provide literacy and math supports to struggling students. In addition, homework/ assignment completion assistance will be provided as part of extended learning program.  ~~Math, English, coaches~~Instructional Facilitators, Staff Developer and IB Coordinator will assist teachers in increasing their skillful use of Talent Development’s instructional programs and in ~~differentiating~~creating and implementing  Instructional strategies that are based upon the IB and AVID frameworks .  ~~instruction& in implementing effective, engaging instructional practices.~~  Teachers will receive daily support fromCommunity Leaders/Curriculum Coaches ~~English, Math, and~~. ~~Both coaches and teachers~~All staff including the Community Leaders/Curriculum Coacheswill receive ongoing implementation support and professional development from Talent Development’s instructional facilitators.  The Mathematics Coach and the JHU Math Facilitator have customized the math curriculum to align with Common Core Standardsand BCPSS benchmarks. To further strengthen this alignment, implementation of the Agile Minds Math Program will commence in SY2012-2013.  ~~For the SY 2011-2012 a~~ Savvy Readers and Math Acceleration Instructors will ~~be hired~~continueto provide targeted additional explicit instruction, modeling, guided practice and computer-assisted instruction to remediate students in small groups focusing on targeted skills to fill in skills gaps and to support students’ success in their core classes. | Principal  ILT  ~~Assistant Principal~~  Community Leaders/Curriculum Coaches  IB Coordinator  Talent Development’s Instructional Facilitators  School Transformation Facilitator | ~~Implementation of new programs will begin the first week of school.~~  Course failure reductions and rates will be assessed at the end of each quarter.Report card conferences will be held every marking period.Student led conferences will be held in November 2012 and May 2013.  Teachers and coaches will receive curriculum-specific training in Summer 2012. ~~August 2, 3 & 4~~  ~~Savvy Reader’s Lab and Math Acceleration Lab teachers receive initial training in August followed by focused implementation support throughout first quarter.the year. Additional training will be provided throughout the school year.~~  ~~Teachers and coaches will receive curriculum-specific training on August 2011.~~ | ~~Coaches~~Coomunity Leaders/Curriculum Coaches Logs and Instructional Facilitators ~~do quarterly implementation reports~~site visit reports~~based upon their classroom visits throughout the quarter.~~  Quarterly course performance data reports  Savvy Readers Lab and Math Acceleration Lab records  Sign in sheets and evaluations for all student based conferencing  Agile Assesments Reports  MSA  ~~AYP Performance goals for year 1 will be known by July 2011.~~  AYP Performance goals for year ~~2~~3 will be known by ~~July 2012.~~Summer 2012.  School Transformation Facilitator reports |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | | **Strategy to address:** | **Person(s) responsible:** | | **Estimated Date of Completion:** | | | **Documentation that can be used as evidence of Successful Completion** | | | Rigorous Curriculum | Student achievement data indicate that the curricula and instruction at March are not providing students with the skills and knowledge necessary to achieve scores of proficient or advanced. | | ~~Parts of the City Schools mathematics curriculum will be replaced by Carnegie Learning’s Bridge to Algebra and Talent Development’s Transition to Advanced Mathematics.~~  The school will follow the City Schools’ Literacy Program in selecting trade books from their list of MS Language Arts main and alternate text selections (texts with Identity themes in quarter 1, Culture themes in quarter 2, Good vs. evil themes in quarter 3, and Heroes themes in quarter 4) Talent Development’s teacher guides are available for 43 of the LDC Module or Alternative Texts. These teacher resources along with those provided by the City Schools Literacy program will assist teachers to implement essential components and instructional approaches that align closely to the City Schools’ Model of Highly Effective Literacy Instruction – English/Language Arts – Grades 6-8 framework. The ELA Instructional Facilitator and the ELA Community Leader/Curriculum Coach will provide teachers with planning and implementation support while helping them  also increase emphasis on problem solving, critical thinking and skill developmentthrough IB: Areas of Interaction and AVID: WICR strategies. ~~the use of trade books (fiction, nonfiction, and poetry)~~. ~~Students at the secondary level must begin to adopt the behaviors of literate persons, which means learning and experiencing the joy and sense of accomplishment that comes with reading whole books, rather than the excerpts of books found in anthologies. Fifteen years of research indicate that struggling and proficient early adolescent readers are more willing to read more, and become more able readers when the selected trade books reflect the students’ interests and experiences. Further, using trade books permits the alignment of reading materials to standards and to students’ instructional reading levels with great accuracy.~~  The school will implement the City Schools’ Agile Mind Curriculum in mathematics with planning and implementation support from the Math Community Leader/Curriculum Coach and JHU’s Math Instructional Facilitator.  The curriculumintervention programs at March ~~are being~~are ~~replaced by~~ Talent Development’s Savvy Reader’s Lab and Math Acceleration Lab. These interventions provide intensive extra help to any student who needs itin order to allow the student to successfully perform in a rigorous instructional environment. ~~Rigorous experimental and non-experimental evaluations of these labs have shown their effectiveness in giving students the additional instruction they need to close achievement gaps.~~  ~~Lab teachers will receive training from Extra Help Instructional Facilitators in August.Labs will begin operating first quarter.~~  ~~The schedule for students during the SY 2011-2012 2012-2013 will continue to allow be expanded to allow access for more student participationin these intervention programs.~~  ~~The Staff Developer and the JHU Math Facilitator has customized will continue to customize the math curriculum to align with Common Core Standards and BCPSS benchmarks, including the implementation of the Agile Minds mathematics program..~~  ~~For SY 2011-2012 Principal will implement Iowa testing to determine Algebra readies of 7~~~~th~~ ~~grade students.~~  Interdisciplinary units will increase students’ exposure to intercultural awareness, holistic learning and effectivecommunication. | ~~Math teachers~~  Principal  Community Leaders/Curriculum Coaches  JHU’s Math and ELAInstructional Facilitators  English and Mathteachers  ~~Principal~~  ~~English Coach~~  Staff Developer  ~~JHU’s RELA instructional facilitators~~  Savvy Reader’s Lab Teacher  Math Acceleration Lab teacher | | ~~New curricula will be used at start of the school year.~~  Ongoing  Setting up the labs/identifying students to be served during the first quarter will begin in August; at least~~3~~4sections of students will be served in each lab each quarter.  Professional development for all ~~math faculty~~content area teachers~~and for all RELA faculty~~ will take place during ~~the last week of July and first week of August.~~Summer 2012. | | | ~~Math Coach and Instructional~~Staff Developer Logs  Facilitators’site visit reports~~do quarterly implementation reports based upon their classroom visits throughout each quarter~~  ~~English Coach and RELA Instructional Facilitators do quarterly implementation reports based upon their classroom visits throughout each quarter~~  Schedule and course lists  Student progress on formative assessments given in theMath Acceleration Lab.  Trends in student performance on benchmark tests. Student progress to a higher proficiency category on the MSA.  Student assessments on performance tasks to document WICR and IB.  Interdisciplinary lesson plans. | | | **Data point (from Needs Analysis)** | | **School Needs Assessment** | **Strategy to address:** | | **Person(s) responsible:** | | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | | Instructional Program | | Current instructional program is insufficiently engaging and challenging. Technology and formative assessment is underutilized. | ~~Much regarding the instructional program at March will be different next year. The primary objectives will be elevating teacher practice through job-embedded professional development, selecting standards-based materials, implementing engaging, research-based instructional strategies, and providing timely and effective support for students in need of assistance. Senior instructional faciliatators from Johns Hopkins University will provide ongoing professional development in understanding and responding appropriately to the developmental needs of early adolescents, making better use of extended class periods, and using technology (Smart Boards and a mobile laptop library, for example) as teaching tools.~~  ~~In some cases, the school will make better use of materials that have been available to teachers but have not been utilized because teachers were not provided with the training required to use them effectively. For example, March Middle School’s science teacher have had access to FOSS and SEPUP science kits, but their subject area leader providedno professional development to enable them to use the kits. Johns Hopkins instructional facilitators will provide ongoing professional development in the use of those tools.~~  ~~Staff members will be trained to use predictors of course failure and cill conduct Early Warning Indicator meetings every two weeks, during which students in need of academic intervention will be identified and given, for one or two quarters, extra help in math and reading labs, which will be embedded in the school’s elective alternatives.~~  Strategies that will continue in SY12-13:  Elevating teacher practice through job-embedded professional development  Utilrization of standards-based instructional materials  Implementing engaging, research-based instructional strategies  Providing timely and effective academic supports for students who require additional help  Providing in-classroom instructional support for teachers  Providing professional development to administrators, teachers, and staff members  Utilizing Early Warning Indicator data  ~~Instruction time will be increased for a larger number of students receiving intervention, along wih the increased intervention time.~~ | | Principal  School Leadership Team  Instructional Leadership Team  JHU’s~~Turnaround Director~~School Transformation Facilitator  JHU’s Instructional Facilitators  Staff Developer | | ~~Frequent implementation of engaging challenging instruction supported by appropriate assessment and technology should be observed by January 2011 2012.~~.  ~~Frequent implementation of engaging challenging instruction supported by appropriate assessment and technology should be observed by January 2011 2012~~ Ongoing | Reports of ~~January~~ shadow studies by classroom observers following randomly selected children through the school day  ~~Quarterly implementation reports from coaches and~~  ~~facilitators~~  Staff Developer logs  JHU Instructional Facilitators Site Visit reports  School ~~Turnaround Directors~~ Transformation Facilitator reports | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | | Instructional Program  (continued) |  | ~~A visual and performing arts program including art, music, and Microsoft Office Certification on a rotating basis drama is offered – that helps entice students to come to school every day and helps draw in and involve family and community members. In this same effort, the school willo~~Offeringaphysicaleducation, health and fitness program and access to a full range of intramural athletic, health promotion and fitness activities.  ~~During~~Providing~~students will have the opportunity to participate in a mix of~~ Avid/Mastering the Middle Grades extended learning opportunitie.  Providing after-school academic supports, clubs, and enrichment activitiesincluding Eagles Nest program funded by the 21st Century Grant.  .~~including a second shift of adults to help students with assignments~~  ~~Sixth grade teachers will receive IB training in August in 2011 in efforts to implement a school-wide program in IB program. Sixth grade IB program follows a holistic instructional framework which includes Arabic.~~ Providing training in the IB framework for teachers during the summer of 2012.  Implementing a new Spanish language program |  |  | |  | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Assessments | Inconsistent, unskilled use of assessments | ~~Teaching staff will receive extensive training~~ Professional development in the effective use of formative assessments to inform classroom instruction will continue. ~~In addition, the school will implement curricula that lend itself to the periodic assessment of student content mastery.~~  “Agile Assessments” pre-tests and post-tests will be used to inform classroom instruction in mathematics.  Liiteracy performance tasks will be administered at the end of each unit.  ~~Curriculum-based comprehension tests will be administered at the end of each ELAunit. These tests follow the same format as the Maryland School Assessment.~~  ~~Additionally, pre- and post-assessments from Success Highways will inform instruction and student supports.~~ | ~~The school-based JHU Turnaround Director, with the assistance of researchers and research assistants from Hopkins, will be responsible for the collection analysis, and dissemination of data.~~  ~~Full-time, onsite curriculm coaches will provide daily in-classroom guidance and support to all teachers. Their constant presence will serve to ensure that formative assessments are administered regularly, and~~  ~~that the data they yield will be used to inform effective and successful instruction.~~  Community Leaders/Curriculum Coaches  Principal  Instructionall Leadership Team  JHU’s instructional facilitators  School Transformation Facilitator | ~~Consistent use of appropriate assessment will be used in all classrooms during every unit by January 2011.~~  ~~January 2012~~  ~~August professional development sessions will be followed by ongoing PD.~~On-going. | ~~January observations of interdisciplinary team meetings will reveal extensive use of formative data by teacher teams in crafting appropriate responses to students exhibiting early warning indicators.~~ Formal and informal classroom observations  Minutes of Content Area Meetings and Instructional Leadership Team Meetings  ~~Silled use of assessment data by faculty during scheduled professional development days as instruction for the month ahead is planned.~~  ~~Re-teaching and differentiation based upon assessment data should be evident to classroom visitors.~~  Samplelesson plans |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | School Climate & Culture | March has been a dysfunctional institution characterized by debilitating practices, attitudes, and relationships that produce a school climate of alienation, danger, disorder, low morale, and negative personal and institutional self-images.  . | Strategies for 2012-2013:  ~~March willi~~Implementationof organizational and interpersonal supports that nurture positive and mutually supportive interpersonal relations among members of the school community.  ~~To address these challenges, the school wille~~Establishment ofcommunal organizational structures: a school-wide professional learning community, inter-disciplinary teaming, and, where appropriate, the looping of instructional staff.  ~~Goms;;u. m~~Maintaining a welcoming school environment, and engaging, challenging, and interactive instructional practices, will encourage students to attend school regularly and on time.  ~~One of the most important responsibilities of the multi-diciplinary teams is to develop strategies, rewards, and interventions to increase and maintain high student attendance rates The fact that students who do not attend school regularly are disproportionately-represented among studnts who fail has been well-documented. For that reason attendance will be a dialy school-wide point of emphasis.~~ Prominently posting charts depicting daily attendance rates. ~~will be posted prominen~~tly~~within team areas.~~  Implementation of a comprehensive school climate plan  ~~Students and teams that maintain high attendance will be rewarded.~~A system of incentives, rewards, and interventions for reaching attendance, behavior, and course-performance goals  ~~The multi-disciplinary teamswill~~Timely contact withstudents who do not attend regularly and their parents.  ~~When necessary, the teams will meet with students and their parents/guardians to determine and address any barrier to regualarattendance.~~Parent conferences  ~~The teams will refer cases to the~~ Referrals tothe Student Support Team. school social workers, or ~~implement other measures, when appropriate.~~other service providers  ~~Use of School Loop, a web-based academic and social networking site (school-based Facebook) will be implemented to foster a sense of community among students, staff and parents. Principal, staff, student service providers, parnts and community members each have secure access to various views of student information.~~ | Principal  School Leadership Team  JHU’s Turnaround Directorand School Transformation Facilitator  Behavior Intervention Specialist(former referred to as ISS)  ~~Assistant Principal~~  Interdisciplinary team leaders  Student Support Team  PBIS Professional Learning Community | Comprehensive climate and culture plan: August, 2012  On-going | School Safety measures as tracked by Safety Stat  Data from SWIS  Student Survey data  Annual Climate Survey of Students, Staff, and Parents  ~~Reduction of studens with misbehavior Early Warning Indicator by 25%.~~  PBIS PLC meeting agendas, minutes, and sign-in sheets |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Student, Family Community Support | The school must develop partnerships with community agencies and organizations, aligned to the mission and vision of the school. Leadership is not allocating resources effectively to drive student achievement. There is no qualitative measure to determine the depth or effectiveness of the relationship. | ~~William C. March will participate in Johns Hopkins University’s Nation Network of Partnership Schools (NNPS), which works with schools to develop effective school, family, and community partnerships. The Network will facilitate the establishment of an “Action Team” during the first month of school. Led by a Family and Community Partnership Coordinator, the teams will use methods to increase parental and communal involvement that have been proven effective in othe similar school settings.~~ The multi-disciplinary teams will work to establish positive relationships with parents from the beginning of school to pave the way for a more cooperative school-parent partnership should students face challenges that prevent regular attendance, exhibit conduct that does not conform to the expectations of the school community, or experience academic difficulties.  Continued development of the School-Family Council  ~~School Loop will provide an additional vehicle for communication.~~  A Professional Learning Community will be implemented to specifically to develop and implement community outreach and family engagement activities.  Community school walks will be implemented at least once a semesterto increase visibility of school. | JHU Turnaround Director  March’s PLCs for Family Community Partnerships  School Family Council  Chair of the School Family Council  School Support Network Family and Community Engagement Facilitator  JHU School Transformation Facilitator | ~~Action team will be formed by early October~~  ~~Action Team Training will be received in late October~~  Ongoing | Parent climate surveys  School-Family Council meeting agendas, minutes, and sign-in sheets  Student Recruitment/Family and Community Engagement PLC meeting agendas, minutes, and sign-in sheets |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Professional Development | Teachers are not given timely feedback and classroom observation and feedback is sporadic. | The school will ensure that~~pd~~professional development is implemented with fidelity through the deployment of two tiers of teacher support. The first tier is composed of senior instructional facilitators, who will conduct ongoing subject- (and, in many cases, grade level-) specific professional development activities.  ~~Initial~~Summertraining in core subject areas will be offered to teachers. ~~Generally require two to three days, with monthly or bi-monthly half-day follow-up professional development sessions.~~Lesson simulations included in the training will leave teachers feeling confident in their ability to put the newly-learned approaches to instruction into action.  Instructional facilitators also provide ongoing training tothe school-based~~subject-area coaches~~Staff Developerin subject-specific approaches to instruction and in the art and science of teacher coaching. For example, the staff developer will attend Talent Development’s annual “Coaches Institute” July 23-25. The ~~school-based coaches~~staff developerrepresents the second tier of support, ensuring that what is discussed, demonstrated, and practiced in the context of professional development sessions actually transfers to classroom use. ~~School-based coaches~~The staff developer co-teaches, conduct classroom demonstrations and non-evaluative observations of lessons, co-plans, and give teachers the feedback required to foster reflective practice.  ~~School-based coaches~~ The staff developer maintains ongoing communication with Hopkins senior instructional facilitators, who can be called upon to engage in problem-solving if teachers seem to be not properly implementing that which was conveyed during training.  Facilitators return to the school periodically to meet with and advise ~~school-based coaches~~ the Staff Developer. During their visits, they also observe teachers in action, conduct follow-up professional development activities, and refine teachers’ general practice and specific program implementation over time. | Principal  School-based JHUTurnaround Directorand School Transformation Facilitator  Instructional Facilitators  ~~Coaches~~Staff Developer  ~~School and Student Supports Facilitator~~  Instructional Leadership Team  School Leadership Team | Training ~~begins in the last week of July, to be completed~~ takes place in August.  Follow-up training weekly during the SY 2011-2012 and SY 2012-1013  ~~Follow up training following an almost monthly full day of PD.~~  Daily in-classroom support from ~~coaches~~.Staff Developer. | ~~Coach and Facilitator’s logs~~  ~~Quarterly implementation reports~~  Staff Developer’s logs  JHU Facilitators’ Site Visit Reports  Professional development agendas, sign-in sheets, and evaluations  SLT and ILT meeting agendas, minutes, and sign-in sheets |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Organizational Structure and Resources | Collaborative planning time is not being used effectively to improve instruction for students. The school improvement plan does not align resources to student achievement priorities. Leadership must utilize funding in alignment with academic goals for students and improving school climate. | ~~Changes in organizational structures and resources are needed at Mrch.~~ Common planning time will be offered~~will drive the success of~~ for the interdisciplinary teams. In addition to preparation time, teachers will be afforded regular opportunities to work together on the “ABC’s” of student success: attendance, behavior, and course performance. Along with the Turnaround Director and ~~organizational facilitators~~ School Transformation Facilitatorfrom Johns Hopkins, each team will develop a calendar that allows opportunities to focus on major tasks. In addition to dealing with attendance and student conduct, the teams will adopt reflective practices by reviewing student work with the use of such procedures as tuning protocols. With the help of the team, teachers will be expected to adjust their teaching methods to include the agreed upon best practices.  The master schedule will feature extended class periods(e.g. 75 minutes per period). Students will spend more time on task, have opportunities for guided practice, work in pairs and groups, and perform some tasks independently. The additional time in each period will also permit the deeper exploration of course content, marking the difference between “covering” and “teaching.”  ~~The school will use flexible scheduling to maintain a desirable class size within the context of budgeting and staffing.~~ | Principal  School-based Turnaround Directorand School Transformation Facilitator  Instructional Facilitators  ~~Coaches~~ Staff Developer  ~~School Student Support Facilitator~~  Interdisciplinary team leaders | Ongoing | PD Plan and calendar  SANE  Master Schedule  Interdisciplinary team meeting agendas, notes, and sign-in sheets  School organizational chart |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Organizational Structure and Resources  (continued) |  | | William C. March Middle School serves a large population of students with special needs. Approximately ~~28%~~32% of the student body had Individual Education Plans in 2009-10, and the projection for 2011-12is 33%. ~~In order to meet the needs of those students whose IEP’s call for inclusion and those in self-contained, the school will deploy reshource teachers has involved interpretinginterpret. IEP’s and privideingpull-out support when appropriate. Pre-teaching remediation and extension will be provided for special education students. Bbeginnin in the 2010-2011 2011-2012 school year, the responsibilities of the resource teachers will be expanded.~~  ~~This change will be facilitated by intensivepProfessional development will be offered for sesourceteachersspecial educators, instructional assistants, and general education teachers. To supplement professional development opportunities afforded by Baltimore City Public Schools, the operators will provide teacher training from Johns Hopkins faculty and staff members who are familiar with best practices in this area.~~  William C. March Middle School is committed to moving toward a full inclusion model for students with disabilities. Over 70% of the current students with disabilities receive services inside the general education classroom in the LRE A & B settings.  The commitment to move toward a full inclusion school in SY 2012-2013 is a noted change from the previous year.  The school’s schedule will be changed to allow 2 of 3 the special educators to provide co-teaching/collaborative support with general education teachers.  The third special educator will support students with a large number of services outside the general education setting. The goal is that more students with disabilities are included in the general education class room.  Ultimately, the school would like to assign one special educator to each content area for co-teaching services However, the school will maintain flexibility in the co-teachers schedules in order to provide services for any student with a large number of services support outside the general education setting.  In an effort to increase the capacity of staff, the school, its staff developer and its partner, Johns Hopkins University, will continue working with the Network team to provide professional development training and direct support to special education and general education teachers around inclusive practices. The network team, JHU’s facilitators, the staff developer, and the IEP Team Chair will continue to provide shoulder to shoulder support for identified staff members around supporting special education students in an the inclusion environment. The school will continue to work with the Network team, the staff developer and Johns Hopkins University to provide training during SY12-13.  The principal ~~and the assistant principal~~ will provide leadership by ensuring that staff members are aware of expectations, making effective team teaching a part of the evaluation process, providing support, and conducting casual and formal classroom observations. Johns Hopkins ~~faculty and~~ staff members will provide periodic onsite, in-classroom technical assistance, and will be available to troubleshoot where necessary.  ~~William C. March is revising the special education practices to decrease over identification of students and to ensure that all students are placed appropriately according to academic and socio-emotional needs. The long term effect is to increase inclusion with embedded support in the classroom using vertical taming, communication with feeder schools, accurate records, and appropriate assessments.~~ | Principal  Instructional Leadership Team |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Comprehensive and Effective Planning | The School Performance Plan must reflect the goals of student achievement and align resources with these priorities. | The principal will provide instructional and operational leadership, with the assistanceof the ~~assistant principal and~~ staff developer, a teacher community leader,the school-based Turnaround Directorand the School Transformation Facilitator. In addition, she will chair a leadership team that ~~will consist of the curriculum coaches and team leaders.~~ includes these leaders. Other members of the school community will be called upon to participate in leadership discussions, as needed.  The Staff Developer and other members of the Instructional Leadership team, with the assistance of the school-based Turnaround Directorand the School Transformation Facilitator, ~~with the assistance of researchers and research assistants from Hopkins,~~will be responsible for the collection, analysis, and dissemination of data in a form that will be useful to the school in guiding curricular and instructional planning.~~Principal and other members of th leadership team.~~ The principal, in/her role as the leader of curriculum and instruction, will review assessment data~~daily~~as it becomes available, and will consult with the instructional leadership~~(curriculum coaches and team leaders)~~team in making data-based decisions. The instructionalleadership team will meet no less than once each month, and part of every meeting will involve the review of assessment data and the use of the data to inform instruction.  The principal ~~and the assistant principal~~ will provide leadership by ensuring that staff members are aware of expectations, making effective use of assessment data a part of the evaluation process, providing support, and conducting casual and formal classroom observations. Johns Hopkins ~~faculty and~~ staff members will provide periodic onsite, in-classroom technical assistance, and will be available to troubleshoot where necessary.  The principal~~, assistant principal~~ and staff will develop a School Performance Plan in conjunction with the School, Family, Council | Principal  School-based Turnaround Director  Instructional Facilitators  ~~Coaches~~ Staff Developer  Teacher Community Leader  School Transformation Facilitator  School Leadership Team  Instructional Leadership Team | Ongoing | PD Plan and calendar  SANE  Master Schedule, SPP |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Effective Leadership | March students lack sufficient instructional time and teachers spend an inordinate amount of time maintaining discipline. | The PBIS School-wide Climate program will drastically reduce disruptive behavior in the classroom and hallways at March. The program includes a variety of tiered supports and interventions to provide positive behavior supports, attendance supports, tardiness reduction, and suspension alternatives. The program also includes professional development for teachers in classroom management.  The instructionalleadership team will include the principal, the staff developer, and instructional facilitators from JHU~~be expanded to include a full-time team of content-area coaches (1 for math, 1 for English~~, who will provide frequent feedback to teachers on their instructional practice and mentoring and assistance in making improvements. ~~These~~The~~coaches~~ staff developer will continue toreceive training, mentoring, and on-going assistance from Johns Hopkins University’s instructional facilitators. These facilitators will also support the~~coaches~~ staff developer in ~~their~~ heruse of assessment data and in summarizing that data in ways that are teacher-friendly and actionable. They will assist the teachers and~~coaches~~staff developer in planning and implementing re-teaching of content as needed based upon the results of assessment data.  The schoolleadership team includesa ~~full-time~~ half-timeschool-based turnaround director and a school transformation facilitatorto assist the principal in coordinating professional developmentand in implementation of the Restart Model.. ~~, mentoring, and feedback for the faculty.~~ | Principal  School-based Turnaround Director  Instructional Facilitators  ~~Coaches~~ Staff Developer  School Transformation Facilitator | Ongoing | Teacher Evaluations  Staffing Roster  SANE |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Effective Leadership  (continued) |  | WCM will utilize the BCPSS Performance-based Evaluation System to eliminate teachers with poor teaching effectiveness will be replaced with those who have a proven track record or by new teachers with stellar recommendations, strong training, creativity, and potential. |  |  |  | |